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ABSTRACT

The information and activities in this guide are offered to teachers who want to assist junior high school students in developing test taking skills. The introductory sections discuss test wisdom, give advice to teachers about testing, provide tips to students on test taking skills, offer practice sheets on completing test forms, and define vocabulary that is commonly found in tests (such as summarize, compare, contrast, and characterize). The remainder of the guide contains lesson plans for teaching the following test taking skills: (1) recognizing printed mistakes and spotting errors; (2) differentiating proper and improper language usage; (3) categorizing; (4) skimming and finding the main idea; (5) answering specific types of questions, such as true-false, completion, matching, and multiple choice; and (6) utilizing time effectively. A list of skills for taking foreign language tests, answer keys to the lessons, samples of answer sheets, and a list of references are also provided. (RL)

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THE TEACHING OF TEST TAKING SKILLS

Grades 7 and 9

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INTRODUCTION

In view of the fact that testing has recently become a critical factor in the evaluation of the effectiveness of educational programs offered by our school system, school administrators feel it is necessary to make certain that all children in the Prince George's County Public Schools possess those basic skills necessary for successful test taking. The intent of the attached material is to ensure that junior high students will not be penalized for lack of skill in test taking techniques when those techniques differ from knowledge of the content material covered by the test.

As directed by the Board of Education, the Superintendent appointed a Task Force to identify those skills and to develop a program by which pupils could be taught those skills specific to test taking. The attached packet includes such a program that was piloted in grades seven and nine in the spring, 1977.

In the process of identifying the skills, it becomes apparent that effective test taking techniques are, in some cases, not synonymous with effective learning techniques; the process of measuring what has been learned is quite different than the process of learning itself. Since teachers need some assistance in developing strategies to teach these skills, the suggested lesson plans for test taking skills have been developed by a group of junior high school teachers. Focusing on the teaching of these skills is on-going and attention should be given to the development of these skills in all content areas.

It is hoped that the attached material will not only prove helpful, but will also generate responses, reactions, and additional suggestions from teachers at all levels. These exercises will offer some ideas in the teaching for test taking skills. They will not provide specific test items from all standardized test forms or teacher made tests. They will familiarize students with the mechanics of test taking and some examples of skills that are revealed through test forms.

Types of Tests Administered to Junior High School Students

I. Group Tests

Junior high school students may be given any or all of the following types of tests in a group setting. The results of these tests enable the teacher and principal to evaluate instructional effectiveness and to develop revised or additional teaching plans following the diagnosis of the group or of individual students.

These tests include:

Iowa Test of Basic Skills (ITBS)

Group Diagnostic Inventory (GDI)

Qualifying/Placement Tests (i.e., 8th grade Algebra)

Diagnostic Aptitude Test

Gates McGinitie Reading Test

Skill Proficiency Tests (including oral and listening skills)

Maryland Functional Reading Test

Vocational Tests (entrance into senior high vocational programs)

School developed diagnostic tests

II. Individual Tests

For purposes of a more comprehensive evaluation of a child's manner and level of functioning, there are certain diagnostic tests which may be individually administered within the school system by a certified school psychologist. These instruments measure general level of intelligence, grade achievement level, social-emotional-maturational level and general aptitude for classroom success. These tests, however, may be administered to a child only with informed, parental consent and all such test results are interpreted to and discussed with the parent and teacher by the psychologist.

TEST WISDOM

Understanding

Young people need help in their attempts to develop an understanding of the general nature of things. Some pupils possess penetrating insight and can apprehend trends almost instinctively while others never develop such an understanding. And so it is with pupils in their development of test taking skills and test wisdom.

A critical condition necessary for instilling test wisdom in pupils is a discussion concerning the need and purposes for the testing and how the test results will be used. With this understanding, pupils should be able to exercise sound judgment during the testing sessions.

Test Question Characteristics

Pupils need to remember that many test questions require them to recognize printed mistakes. They must determine what sections of a passage, paragraph, or story are incorrectly developed. In most of their school work, focus has been placed on the correct way a specific function is to occur. Looking for "mistakes" requires pupils to approach the test taking task with a different mental set.

Test Directions

Pupils must listen carefully as directions are given or read by test administrators and ask questions until they are sure they know what is required of them. Pupils should translate those directions into their own words and a translation should be given aloud by a member of the group to whom the test is being administered.

Tools For Test Taking

A guide card or sentence marker may allow pupils to maintain proper focus as their eyes move from questions in the test booklets to a separate answer sheet. An extra #2 pencil for emergency use may help to alleviate tension or crisis situations.

Guessing

Pupils should be informed about the scoring and grading procedures for criterion referenced and standardized tests. They should not guess if they are subject to penalties for wrong answers. Teachers should refer to the particular test handbook to ascertain whether a penalty for guessing might affect studenis' performance on the test. Students should be advised prior to the test if in fact, it will affect scoring. If scores are based on total number of right answers, then pupils should guess wisely, they rely upon the elimination process, use cue words, and derive clues from other test items. In multiple choice testing, items and answer options often contain clues and reminders that will jog a student's memory into recalling the most suitable answer.

General Suggestions

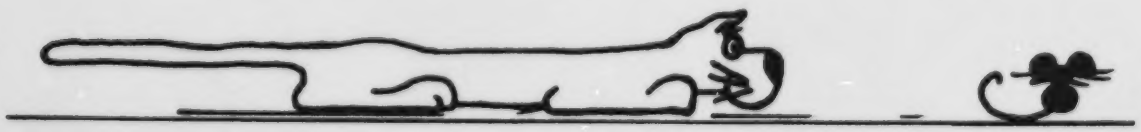
A deliberate, methodical, and relaxed approach to test taking will be much more productive than an excited, tense, and rushed approach. Pupils are required to take numerous tests. They should think of the test as an opportunity to gain more experience with a situation that may be different, so that the next time it occurs they will be better prepared to handle it.

Pupils should be aware that reliance can be placed on initial decisions or responses to test questions. An answer should be changed only if an obvious reason is found for making that change.

Reading for comprehension is a different task than reading to locate facts. Pupils need to keep in mind that they are taking a test. Passages may not need to be read completely in order to answer certain questions.

Once a passage is skimmed, pupils may read all the test questions pertaining to the passage before attempting to answer the first question. If any rereading is necessary to locate answers, pupils have the opportunity to search for several answers at the same time.

It is in the pupil's best interest to remain emotionally detached and never become interested in the information contained in the passages. They should not think about or dwell on any idea which is based on information that is not needed to answer any test question.



Test Taking Tips For Junior High School Students

There are several kinds of tests which you will take while you are a junior high school student. Some of these may be either standardized or teacher made. The tips that are listed here may help you.

- Get a good night's rest.
- Eat a good breakfast.
- Relax.
- Prepare for the test by bringing two #2 pencils and a watch if you wish to keep track of your time.
- Listen carefully to all directions.
- Ask questions before the test begins.
- Read each statement carefully.

- Think carefully before answering a question.
- Answer the questions you are sure you know. If there are answers you do not know, it may be to your advantage to guess (check with your teacher whether to guess on a particular test).
- Mark each answer on your answer sheet. Remember to put the answers in the space corresponding to the question number on the answer sheet.
- If you skip a question, circle the number of the item on the answer sheet and return to it, if time permits.
- Erase your answer entirely and mark the correct answer, if you make a mistake.
- If there is time, go back over your answers.
- Relax.

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In addition to the above tips, there may be some specific hints to help you take teacher made tests. You are encouraged to:

- Pay attention and ask questions in class.
- Participate in class as often as possible.
- Keep a daily set of notes of classwork.
- Keep a list of new words from day to day. Find their meaning. Study your lists.
- Review your lessons and keep up with your homework every day.
- If you feel additional help is required, see your teacher before the day of a test.
- If you do not do well on a test, see your teacher for further help.

Following Directions

Directions are easy to follow if they are read carefully. Be sure to read all the directions before starting to work. Some specific hints in following directions are:

- Read the whole question carefully.
- Take time to read all the words for exact understanding.
- Think carefully about possible answers.
- Examine all answer choices.
- Record all answers in the correct spaces on answer sheets.
- If the test is to be machine scored, use the appropriate pencil. Place all marks on the answer sheet within the space provided but avoid making stray marks.
- Look for the best answer to each question.

Completing Test Forms

Students may encounter a variety of test forms as they prepare to take tests. Some of these forms are designed to be machine scored and others will appear in forms which have been developed by the individual teacher.

Familiarity with test forms will enable the student to relax at the onset of the testing situation. To teach recognition of the standardized test designs, review the following form and have students complete the headings as well as marking in the spaces for answers.

Use the answer sheets included in this booklet in Appendices to simulate conditions for teacher made tests.

Directions: Practice the completion of the following designs.

A.

Student _____ Student Number Grid

0 1 2 3 4 5 6 7 8 9
☐☐☐☐☐☐☐☐☐☐

School _____

Teacher _____

Grade Level _____ Date of Test _____

B.

Name _____ Date _____

Boy ☐
Girl ☐

Grade _____ Age _____ Birthdate _____

School _____ Teacher _____

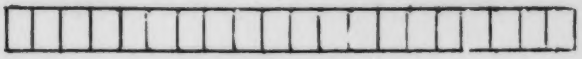
C.

NAME _____ DATE _____

SCHOOL _____

CITY _____ STATE _____

Directions: In the boxes provided below, print your last name, one letter per box, skip a box, then print your first name, skip a box, then print your middle initial. Then blacken the letter space below that matches each letter in your name.



A A A A A A A A A A A A A A A A A A A A

B B B B B B B B B B B B B B B B B B B B

C C C C C C C C C C C C C C C C C C C C

D D D D D D D D D D D D D D D D D D D D

E E E E E E E E E E E E E E E E E E E E

F F F F F F F F F F F F F F F F F F F F

G G G G G G G G G G G G G G G G G G G G

H H H H H H H H H H H H H H H H H H H H

I I I I I I I I I I I I I I I I I I I I

J J J J J J J J J J J J J J J J J J J J

K K K K K K K K K K K K K K K K K K K K

L L L L L L L L L L L L L L L L L L L L

M M M M M M M M M M M M M M M M M M M M

N N N N N N N N N N N N N N N N N N N N

O O O O O O O O O O O O O O O O O O O O

P P P P P P P P P P P P P P P P P P P P

Q Q Q Q Q Q Q Q Q Q Q Q Q Q Q Q Q Q Q Q

R R R R R R R R R R R R R R R R R R R R

S S S S S S S S S S S S S S S S S S S S

T T T T T T T T T T T T T T T T T T T T

U U U U U U U U U U U U U U U U U U U U

V V V V V V V V V V V V V V V V V V V V

W W W W W W W W W W W W W W W W W W W W

X X X X X X X X X X X X X X X X X X X X

Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y

Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z

TEST VOCABULARY

Every type of test uses a specific vocabulary to provide direction to the test taker for completing the sections of the test. Each student should have an understanding of what the various words or phrases mean in order to decide how to appropriately answer the questions on a test.

Some of the more commonly used directional terms are listed below. Learn what each means as each lesson plan in this manual is completed.

Choose the best answer: most tests involve multiple-choice exercises. Select only the best answer. Reject answers that are only partly correct. By eliminating apparently incorrect choices, you have a better chance of choosing the best answer.

Fill in the blank, complete the sentence: if a list of possible answers is provided, select the word or words which best fit the meaning of the statement. If a list of possible answers is not provided, draw from memory the word or words which best fit the meaning of the statement.

Match Column A with Column B: work with one column at a time and join the items in one column with those in the other column. Draw a thin line through the words you have already used.

Name, list, cite, mention: simply list what is asked for.

State: describe, define, or point out briefly; no discussion should be necessary; simple lists, outlines, or single sentences are adequate.

Trace: give events in the order in which they occurred. Pick out major points only.

Summarize: give only the main points; express your ideas briefly.

Put in your own words: translate complicated language into everyday English.

Compare: point out similarities and differences.

Contrast: show differences between things compared.

Rank: list in some special order such as order of occurrence or importance.

Discuss: close examination of a subject; tell all you can about the topic mentioned in the time available.

Comment: state briefly your personal reaction or attitude to the topic under consideration. Support your opinion with facts and illustrations.

Identify, explain, describe: give the characteristics by which a thing is recognizable or known.

Analyze: examine the problem carefully and in detail.

Interpret: explain the meaning, such as interpreting a dream. Bring out the meaning of a dramatic work, a character or a musical composition.

Characterize: describe the special qualities or features that set apart someone or something. Show distinguishing traits: a camel is characterized by a hump; a zebra by stripes.

Criticize, evaluate: give evidence on both sides of an issue; draw conclusions from this evidence; make a judgment about the topic in question.

Approximate, estimate: make a reasonable guess as to the likely cost, quantity or extent of something.

Skim to find answers: glance through material quickly looking for answers to specific questions.

Tell whether the statement is true or false: usually your first hunch is right. Statements must be entirely true to count as true. Watch out for "all" or "nothing" cue words. Statements with "generally," "usually," or "most often" are usually right.

Chronological: list events in order of their occurrence from the earliest to the most recent.

Label: place a name near a picture or item to identify it specifically.

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LESSON PLANS

These are sample question items to be used in the teaching of the test taking skills in this section.

LESSON ON PRINTED "MISTAKES"
NOTES TO THE TEACHER

Lesson Objectives

1. To help students recognize printed mistakes.
2. To give students experience in spotting errors in capitalization and punctuation.
3. To give students practice in recognizing a misspelled word among words spelled correctly.
4. To encourage students to use correct capitalization, punctuation, and spelling in writing sentences, paragraphs, essays, letters and book reports.

Materials

1. Tests
2. Answer sheets
3. Pencils with erasers

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PRINTED "MISTAKES"

Capitalization

Directions: Look for the mistakes in capitalization. Some numbers do not have any mistakes. If you find a mistake, fill in the space on the answer sheet that has the same number as the line which contains the mistake.

1.
1. he gave
2. the ball
3. to you and me.
4. No mistakes

2.
1. Mary, John,
2. and j. b.
3. went to the market
4. No mistakes

3.
1. He gave
2. the package
3. to his mother.
4. No mistakes

4.
1. She spoke
2. to mother
3. about her allowance.
4. No mistakes

5.
1. Archie said,
2. "my dog
3. bites all mailmen."
4. No mistakes

6.
1. "In the morning,"
2. Michael said,
3. "we will leave."
4. No mistakes

7.
1. Yours truly,
2. Yours Truly,
3. Yours,
4. No mistakes

8.
1. In the south
2. the soil was richer
3. than in the Midwest.
4. No mistakes

9.
1. Every Summer my
2. family goes to
3. the shore.
4. No mistakes

10.
1. The blouse was
2. damaged. Should i
3. return it to the store?
4. No mistakes

11.
1. 140 Second ave.
2. Garden City, New York
3. May 20, 1976
4. No mistakes

12.
1. In school I
2. study English
3. and Math.
4. No mistakes

13.
1. She signed
2. up to take
3. Algebra II.
4. No mistakes

14.
1. On vacation
2. my brother
3. bought dutch shoes.
4. No mistakes

15.

1. The bible is
2. an important
3. source of ancient history
4. No mistakes

16.

1. The Red Cross
2. helps the injured
3. throughout the world.
4. No mistakes

17.

1. The cafeteria was
2. crowded; We
3. left.
4. No mistakes

18.

1. The French revolution
2. was a turbulent period
3. in French history.
4. No mistakes

19.

1. The boy is
2. the son of
3. my Aunt.
4. No mistakes

20.

1. The Football
2. game starts
3. at 1:00 p.m.
4. No mistakes

A list of specific capitalization errors tested by the Iowa Skills Test is available in Bulletin I-33-77, Prince George's County Public Schools with the attachment entitled "English Language Arts Program."

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PUNCTUATION

Directions: Look for mistakes in punctuation in the sentences below. See if the periods, question marks, commas, apostrophes, and quotation marks are used correctly. Some do not have any mistakes. If you find a mistake, fill in the space on the answer sheet which has the same number as the line which contains the mistake.

1.
1. I asked Mary if
2. she knew him,
3. but she didn't
4. No mistakes

2.
1. "My dog
2. bites." John
3. said.
4. No mistakes

3.
1. "I will go,
2. John said, "if
3. you will also go."
4. No mistakes

4.
1. Mother said,
2. "Eat your
3. vegetables".
4. No mistakes

5.
1. The club will hold
2. its annual dinner
3. soon, I think.
4. No mistakes

6.
1. It's too cold
2. to go
3. outside.
4. No mistakes

7.
1. John will
2. wash, and wax
3. the car.
4. No mistakes

8.
1. We wanted to leave
2. early: therefore, we
3. worked quickly.
4. No mistakes

9.
1. His idea was
2. right; but his
3. reasoning was wrong.
4. No mistakes

10.
1. Although the sun
2. was shining, it
3. was cold.
4. No mistakes

11.
1. The cat could
2. not find
3. it's ball.
4. No mistakes

12.
1. We have a choice
2. of four colors;
3. red, blue, yellow, or green.
4. No mistakes

13.
1. Gary screamed,
2. "The train
3. is coming?"
4. No mistakes

14.
1. John was angry,
2. because it
3. rained every day.
4. No mistakes

16

15.

1. Sam,
2. our best player
3. just fouled out.
4. No mistakes

16.

1. No
2. I don't like
3. your idea.
4. No mistakes

17.

1. I enclose a check for that amount.
2. Very truly yours,
3. Mary Smith.
4. No mistakes

18.

1. He yell's
2. at everyone
3. when he's in a bad mood.
4. No mistakes

19.

1. The teacher
2. said that
3. "They were excused."
4. No mistakes

20.

1. Gentlemen:
2. Please send me the
3. collection of shells that you advertised, for $1.00.
4. No mistakes

17

SPELLING

Directions: Look at the words after each number. If one of the words is spelled wrong, fill in the space on the answer sheet that has the same number as the word that is wrong. Some do not have any mistakes. If there is no mistake, fill in the number that says "No mistakes".

1.
1. abashed
2. activate
3. adjasent
4. No mistakes

2.
1. anonymous
2. apathy
3. appalling
4. No mistakes

3.
1. augment
2. automation
3. badger
4. No mistakes

4.
1. deficient
2. deluge
3. demolish
4. No mistakes

5.
1. evade
2. excesive
3. extensive
4. No mistakes

6.
1. conciet
2. concert
3. conceal
4. No mistakes

7.
1. riding
2. truely
3. writing
4. No mistakes

8.
1. illuminate
2. imaculate
3. impulsive
4. No mistakes

9.
1. puzzel
2. barrel
3. battle
4. No mistakes

10.
1. administrator
2. arranger
3. acter
4. No mistakes

11.
1. heros
2. echoes
3. sopranos
4. No mistakes

12.
1. thieves
2. leafs
3. beliefs
4. No mistakes

13.
1. labratory
2. February
3. library
4. No mistakes

14.
1. prefer
2. preform
3. preface
4. No mistakes

15.
1. plentiful
2. mystery
3. heavey
4. No mistakes

16.
1. silence
2. crisis
3. lisence
4. No mistakes

17.
1. oxen
2. sheeps
3. children
4. No mistakes

18.
1. enterance
2. interfere
3. intercede
4. No mistakes

19.
1. exercise
2. phase
3. phraze
4. No mistakes

20.
1. conversation
2. attraction
3. convension
4. No mistakes

A list of specific spelling skills tested by the Iowa Test of Basic Skills is available in the Prince George's County Public Schools Bulletin I-33-77 with the attachment entitled "English Language Arts Program." Most of these errors appear in the examples above.

LESSON ON USAGE
NOTES TO THE TEACHER

Students are often tested on their use of words and expressions to show how well they can use words according to the standards of correctly spoken and written English. Often tests in this area are designed for students to recognize the printed mistake or sub-standard form. Verb forms are the most frequently misused and consequently most often appear in usage tests.

Lesson Objectives

1. To help student recognize printed mistakes.

2. To give students experience in spotting substandard English forms.

3. To encourage students to use standard English forms in speaking, writing sentences, paragraphs, letters, and filling out applications.

Materials

1. Tests

2. Answer sheets

3. Pencils with erasers

USAGE

Directions: Look for mistakes in the use of words and expressions. When you find a mistake, fill in the space on the answer sheet that has the same number as the word that is wrong. Some items do not have any mistakes. If there is no mistake, fill in the number that says, "No mistakes."

1.
1. I could have spoken to him.
2. She would of helped the man.
3. She could help him.
4. No mistakes

2.
1. She could scarcely finish her work.
2. She scarcely finished her work.
3. She couldn't scarcely finish her work.
4. No mistakes

3.
1. He might have left the paper.
2. The doctor had ought to call the office.
3. Dave would never forget this day.
4. No mistakes

4.
1. That milk smells bad.
2. Bobby doesn't skate very well.
3. I can't hear good from here.
4. No mistakes

5.
1. The oysters feel slimy.
2. The violets smell sweetly.
3. The dinner looks good.
4. No mistakes

6.
1. Who is the funniest of the two?
2. They both tell silly stories.
3. They frequently laugh at their own jokes.
4. No mistakes

7.
1. I saw a elephant at the zoo.
2. He was gray.
3. He splashed water.
4. No mistakes

8.

1. The blood flowed from his vain.
2. She asked the tailor to alter the coat.
3. Let them do it their own way.
4. No mistakes

9.

1. How can a snake shed its skin?
2. Its raining today.
3. This is a difficult test.
4. No mistakes

10.

1. I can't respect a person who's not honest.
2. Who is your friend?
3. Anyone who's book is lost must pay the cost.
4. No mistakes

11.

1. It was she who told the story.
2. Give the record to him and me.
3. I don't know to who I am speaking.
4. No mistakes

12.

1. We voted against the question.
2. They told we girls to return later.
3. She gave the book to him.
4. No mistakes

13.

1. Each boy had their own paper.
2. He was instructed not to write on it.
3. The teacher gave the signal to begin.
4. No mistakes

14.

1. They have sat there often.
2. They have set there often.
3. They sit there often.
4. No mistakes

15.

1. The weather was so cold that my feet become numb in a minute.
2. The cat sniffed her food, but she wouldn't eat.
3. I'm so hungry I could eat a horse.
4. No mistakes

16.

1. The boy has driven several miles.
2. Mark has showed me his work.
3. I saw many mistakes.
4. No mistakes

17.

1. I wish I had not drank so much soda.
2. I had shown her my gifts.
3. She gave me a blouse for my birthday.
4. No mistakes

18.

1. Mother has gone to the store.
2. We have food, but there isn't any sweets in the cupboard.
3. I hope she buys some pies.
4. No mistakes

19.

1. The spring was warm.
2. Many days there was clouds in the sky.
3. The rain burst from the clouds in a great storm.
4. No mistakes

20.

1. The boy lay down yesterday.
2. She laid the book on the shelf.
3. The dog has lain there all afternoon.
4. No mistakes

LESSON ON CATEGORIZING SKILLS
NOTES TO THE TEACHER

Lesson Objectives

1. To help students understand categorization.

2. To help students identify categories and items which may or may not belong to such a category.

3. To provide students with sample categorizing test exercises.

Materials

1. Sample questions

2. Answer sheets for categorizing

3. Pencils with erasers

Special Notes

1. Discuss the topic of categorizing with students emphasizing the technique of looking for characteristics that make the items similar.

2. Discuss the fact that an item can be included in several categories depending upon the stipulated characteristics. A pine tree, for example, would be included in a category listing trees but not included in a category listing fruit trees.

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CATEGORIZING SKILLS

Directions: In the exercises below one item does not fit with the remainder of the set. Identify the item that does not belong and mark the corresponding letter in the appropriate space on your answer sheet.

1. A. car C. motorcycle
   B. truck D. highway

2. A. sum C. difference
   B. product D. divisor

3. A. apples C. pears
   B. oranges D. grapes

4. A. barometer C. ice
   B. rain gauge D. thermometer

5. A. Atlantic C. Indian
   B. Mediterranean D. Pacific

6. A. square C. triangle
   B. parallelogram D. rectangle

7. A. noun C. adjective
   B. verb D. phrase

8. A. Canada C. South America
   B. Australia D. Africa

9. A. France C. Austria
   B. Maryland D. Netherlands

10. A. corn C. orange juice
    B. milk D. water

Directions: Read the selections below and then answer the questions.

Mary's mother sent her to the store to buy cleaning supplies: laundry detergent, bleach, and starch. Which of the following would probably also be on Mary's list?

11. A. soap C. bread
    B. eggs D. milk

John's math class learned such terms as addend, subtrahend, and multiplier. Which of the following words would probably have been included with this lesson?

12. A. sum C. divisor
    B. difference D. product

LESSON ON READING ACTIVITIES
NOTES TO THE TEACHER

Reading selections are frequently used to measure specific reading skills of students. The questions which follow measure such skills as finding facts, finding the main idea, drawing inferences, classifying, and sequencing. Most tests, however, emphasize finding facts.

Lesson Objectives

1. To help students answer questions correctly about a reading selection.

2. To teach students to read the questions which follow a reading selection first so that they may determine their purpose in reading and use time to their best advantage.

3. To give students experience in recognizing the types of questions asked about reading selections.

4. To improve students' ability to read meaningfully.

Materials

1. Reading tests and reading selections

2. Test papers

3. Pencils with erasers

SKIMMING TECHNIQUES

Since many questions about reading selections deal only with finding a fact, students would benefit by using a skimming technique. These questions ask Who? When? Where? Which? How many?

Lesson Objectives

1. To help students look for key words in a selection.
2. To teach students to recognize questions which may be answered by skimming techniques.
3. To increase reading speed.
4. To make students more comfortable with timed reading tests.

Directions: Students should complete Steps I, II, III.

Then, teach the students to skim without your help. Use the next paragraph and set of multiple choice items which follow.

Much reading that we do does not require concentrated effort. Many times we can look through a selection and find what we want to know. We do this by looking for key words or by spotting groups of words. Key words are frequently repeated in a selection and in the questions that follow. Groups of words appear both in the selection and the following questions.

Step I: Finding groups of words: Give students the following groups of words to find in the paragraph. Have them locate and underline the groups as quickly as possible. Specify a time limit.

by jury	about the crime
of twelve people	to a trial

In the U.S. everyone has a right to a trial by jury. If a person is charged with a crime he says he did not do, he may have a trial. He is brought before a jury made up of twelve people. The members of the jury listen to facts about the crime. They decide if the person is guilty or not guilty. Reading for Concepts. William Liddle, McGraw-Hill: St. Louis, 1970, p. 122.

Step II: Now use your underlined word groups to answer the following questions quickly.

a.) Who determines whether a person is guilty or not guilty?
b.) Of how many people is a jury composed?
c.) If charged with a crime, to what is everyone in the U.S. entitled?

Step III: Tests frequently use the multiple choice format for finding the facts questions.

1. In the U.S. everyone has the right to a trial by:

   1. a judge
   2. a jury
   3. everyone
   4. none of the above

2. A jury is composed of:

   1. everyone
   2. ten people
   3. twelve people
   4. none of the above

3. A person is judged guilty or not guilty according to:

   1. defense testimony
   2. the judge
   3. facts about the crime
   4. none of the above

4. Everyone has the right to:

   1. a trial by jury
   2. freedom until proven guilty
   3. a judge
   4. none of the above

Step IV: Now teach students to skim without teacher aid.

1. Students should read questions first.

2. They should select key words or groups of words in the question.

3. Look over the reading selection rapidly to find the key words.

4. As soon as the key word is located, slow down to find the information needed to answer the question.

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Step V: Using the next story each student should complete the sections as directed.

Travel at the turn of the nineteenth century was difficult, slow, and dangerous. The best road throughout its course, in the entire country, was the one between Boston and New York; yet the public conveyance which made regular trips with relays of horses usually took an entire week for the journey of roughly 250 miles, even in the most favorable season of the year. The stage was rickety, the horses' "harness" made of ropes. One team hauled the stage only eighteen miles. The stop for the night was made at ten o'clock, the start next morning at half-past two. Over parts even of this, the finest long highway in the United States, the stage had to struggle against rocks and to escape precipices. The passengers often had to help the driver lift the coach out of the swamp. "I knew not which to admire most in the driver, his fearlessness or his skill," testified one traveler. "I cannot understand how he avoided twenty times dashing the carriage to pieces."

1. The journey from Boston to New York was about how many miles?

   A. 200 C. 175
   B. 250 D. 425

2. The horse harnesses were usually made of what material?

   A. leather C. rope
   B. chain D. canvas

3. The stage would usually stop for the night at about what time?

   A. ten o'clock C. seven o'clock
   B. five o'clock D. nine o'clock

4. The journey from Boston to New York usually took how long to complete?

   A. two days C. two weeks
   B. one day D. one week

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More detailed questions may require more thorough reading but can still be answered without total comprehension of the entire idea of the selection. Using the same paragraph as above, answer the following:

5. Which of the following best describes the way this paragraph is developed?

   A. The writer presents both sides of an argument, and lets the reader draw his/her own conclusions.

   B. The writer tells a story, and then points out the lesson it teaches.

   C. The writer gives several unrelated facts, and then ties them together in a summary sentence.

   D. The writer makes a general statement of fact, and then gives an example to support it.

6. What is the best name for this story?

   A. From New York to Boston

   B. Horses of Early America

   C. Travel in Early Nineteenth Century America

   D. A Night at the Inn

7. Which of these statements is true about early travel according to this selection?

   A. A toll was charged on most roads.

   B. Trains were used for much of the early travel.

   C. Canals were an important means of travel at this time.

   D. Horse drawn stages were used on regular trips.

8. Which most likely explains why the trip took so long?

   A. The roads were poorly made and had many dangers.

   B. The stage drivers were inexperienced.

   C. The horses were poorly trained and not well fed.

   D. The stages traveled too much at night.

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FINDING THE MAIN IDEA

Questions following reading selections frequently include finding the main idea. These questions are asked in the following forms:

What is the author's purpose in this selection?
What is the best name for this selection?
What is the main point for this selection?
What is the most important idea to remember from this selection?
What is the topic sentence of this selection?

Lesson Objectives

1. To help students recognize the forms of finding the main idea questions.

2. To teach students to use key words to determine main ideas.

3. To improve students' reading comprehension.

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FINDING THE MAIN IDEA

Directions: Read the following selection, "Trial by Fire," then answer the question.

Trial by Fire

In the United States everyone has the right to a trial by jury. If a person is charged with a crime he says he did not do, he may have a trial. He is brought before a jury made up of twelve people. The members of the jury listen to facts about the crime. They decide if the person is guilty or not guilty.

Long ago in England, people did not have trials by jury. Other ways were used to find whether or not a person was guilty.

A man might have a "trial by fire". A piece of iron was heated and placed in his hand. He held the hot iron and took three steps. Then his hand was wrapped up. At the end of three days, the hand was unwrapped. If the hand was well, the man was set free. If the hand still hurt, the man was guilty.

In the 1100's, trial by jury began in England. Under King Henry II, the first juries were chosen. Slowly, trials by fire became less common. A trial by jury was a better way to decide who was guilty and who was not guilty.

Reading For Concepts by William Liddle, McGraw-Hill Book Company, New York, 1970, Pages 122-123

On the whole, this story is about:

1. changing crimes
2. hot iron tests
3. whether people are guilty or not guilty of crimes
4. changes in trials

Directions: Discuss the correct answer with students and point out:

1. how the key word in the selection and answer was repeated.
2. that all sentences in the selection are related to the key word.
3. that of the multiple choice answers one answer is usually incorrect, another is only a detail, and a third choice is usually too general.
4. that the key sentence in every paragraph contains the key word.

LESSON ON TYPES OF QUESTIONS
NOTES TO THE TEACHER

Lesson Objectives

1. Familiarize students with various forms of questions that might be asked.

2. Provide practice in answering specific types of questions.

Materials

1. Tests

2. Answer sheets

3. Pencils with erasers

Special Notes

Examples for this section have been simplified in order to make note of the testing technique or test skill and not to exemplify content information learned by junior high students in their coursework.

True-False Items

Statements containing words such as "no," "none of," "never," "everyone," and "all," should be examined carefully. A student could substitute modifiers such as "some," "usually," or "often." If these make better sense, the statement as originally given is probably false.

Completion Items

Students should fill in the blanks using the correct word or phrasing. If a class is below average in spelling, the teacher may want to provide the class with a jumbled listing of correctly spelled words. Two types of completion items appear: one word fill-in blank and short answer form.

Matching

The student should try to figure out whether answers may be used more than once, or whether there are more answer choices than required.

Ranking

Statements are based upon items viewed from the smallest value to the largest or from the largest to the smallest.

Sequencing

Statements show arrangements according to time or an alphabetical order.

Multiple Choice

Students should learn the following:

to look for key words;
to distinguish between words which appear to be similar;
to look for negatives and double negatives;
to ignore irrelevant material;
to check for built-in clues, such as wrong parts of speech or faulty constructions.

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TYPES OF QUESTIONS

True-False (Yes, No)

Directions: Determine whether the statement is correct as written. Place a T or F in the space provided.

_____1. All junior high students take math.

_____2. It never rains on Fridays.

_____3. Some seventh graders have read Jaws.

_____4. All dogs have long hair.

_____5. We never go to regular school class on Saturday.

_____6. You must get a social security number when you apply for your first job.

_____7. Teenagers seldom have gray hair.

_____8. All flags of the United States have red, white and blue stripes.

_____9. The United States is a continent.

_____10. Baltimore is the capital of Maryland.

Completion

Directions: Fill in the blank with the correct word.

_____1. We live on the planet _____.

_____2. _____ is the country which borders the United States to the north.

_____3. The name of the Governor of Maryland is _____.

_____4. Diamonds, spades, _____, and hearts are the four suits of cards.

_____5. There are _____ feet in a yard.

The following items require a short answer.

_____6. How many eggs in a dozen?

_____7. What is the national capital of France?

_____8. Who is the president of the United States?

_____9. In Maryland, how old do you have to be to get a license to drive a car?

_____10. What are the last three letters of the alphabet?

_____11. What city would you visit to see the Smithsonian Institute?

Matching

Set I

Directions: Select the letter of the football team located in the following cities. Place the correct letter on the answer sheet.

1.	Washington, D.C.	A.	Steelers
2.	Dallas, Texas	B.	Cowboys
3.	Pittsburgh, Pa.	C.	Colts
4.	Miami, Fla.	D.	Redskins
5.	Baltimore, Md.	E.	Dolphins

Set II

Directions: Choose the letters of the places where the following are most likely to work. All places may be used more than once. Place the correct letter on the answer sheet.

1.	doctor	A.	court of law
2.	pilot	B.	school
3.	chef	C.	hospital
4.	nurse	D.	airport
5.	lawyer	E.	restaurant
6.	judge		
7.	principal		
8.	intern		
9.	teacher		

Set III

Directions: Match the specific geographic term on the right with a geographical term on the left. Place the correct letter on the answer sheet.

1.	river	A.	Michigan
2.	mountain	B.	Sahara
3.	continent	C.	Pacific
4.	lake	D.	Alps
5.	desert	E.	Australia
		F.	United States
		G.	Potomac

Ranking

Directions: Follow specific directions for each item.

1. Arrange in order from the smallest to the largest:
   mouse, elephant, horse, dog

   A._____, B._____, C._____, D._____

2. Arrange in order from the oldest to the youngest:
   infant, teenager, adult, child

   A._____, B._____, C._____, D._____

3. Number the coins from the greatest value to the least using a scale of 1 to 5:

   __dime
   __half dollar
   __nickel
   __penny
   __quarter dollar

4. Letter the following numerals in order from the least value to the greatest: use V, W, X, Y, Z where V is for the least and Z is for the greatest.

   __50%
   __10
   __.1786
   __3/5
   __7/2

5. Arrange in order from top to bottom starting with the most expensive:
   paperclip, car, house, bicycle, pencil

   ___
   ___
   ___
   ___
   ___

Sequencing

Directions: Follow specific directions for each item.

1. Label the following events using the numbers one through five. Use one for the earliest event and five for the most recent.

   ___Korean War
   ___American Revolution
   ___World War II
   ___Vietnam War
   ___American Civil War

2. Arrange the following words in alphabetical order from bottom to top:
   spot, star, swim, sane, same

   ___
   ___
   ___
   ___
   ___

3. Using the numbers one through five, indicate the alphabetical order of the following words.

   ___lighthouse
   ___lightfooted
   ___lighthanded
   ___lightheaded
   ___lighthearted

4. Show the proper sequence in making a cake using the letters A through E.

__Take cake out of oven.
__Mix ingredients in bowl.
__Read directions.
__Eat cake.
__Pour batter into baking pan.

5. Arrange the following holidays in the order in which they occur during a calendar year:

Independence Day, Washington's Birthday, Memorial Day, Labor Day, Thanksgiving

___
___
___
___
___

Analogies

Directions: Indicate the best word to show the relationship.

1. Hot is to cold as large is to _____.
2. Up is to down as over is to _____.
3. Either is to or as neither is to _____.
4. Screwdriver is to screw as hammer is to _____.
5. Teacher is to student as doctor is to _____.
6. Fur is to dogs as feathers are to _____.
7. Bees are to swarm as cows are to _____.
8. Nose is to smell as eye is to _____.
9. Fish is to swim as bird is to _____.
10. Shoe is to foot as glove is to _____.
11. Moon is to earth as earth is to _____.
12. Tan is to brown as pink is to _____.

Multiple Choice

Directions: Choose the correct answer from the choices given.

1. In which of these numbers does the numeral 5 represent tenths?

   a. 165.28
   b. 84.53
   c. 7.49
   d. 845.3
   e. not given

2. Who wrote Roots?

   a. George Eliot
   b. Alex Haley
   c. Henry Kissinger
   d. Martin Luther King
   e. not given

3. What happens when yellow and green are mixed?

   a. the color is purple
   b. the color is blue
   c. the color is black
   d. the color is brown
   e. not given

4. Yellowing of leaves in vegetables is sometimes due to the lack of what substance in the soil?

   a. iron
   b. sodium
   c. lime
   d. nitrate
   e. not given

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Directions: Use the following chart to answer #5, #6, and #7.

FINAL CITY LEAGUE STANDINGS

Team	Wins	Losses	Points Scored	Points Given Up
Reds	15	2	1993	820
Eagles	14	3	1029	560
Hawks	15	2	842	728
Lions	8	9	439	562
Rats	6	11	954	498
Huns	6	11	466	1020

5. How many teams won more games than they lost?

a. two
b. four
c. one
d. three
e. not given

6. Which team had a losing record but still scored more points than it gave up?

a. Huns
b. Reds
c. Lions
d. Rats
e. not given

7. Which team had the greatest attendance per game?

a. Rats
b. Reds
c. Hawks
d. Huns
e. not given

LESSON ON UTILIZATION OF TIME
NOTES TO THE TEACHER

Lesson Objectives

1. To help students understand that many tests contain difficult questions that not all students are expected to answer correctly.

2. To give students experience in selecting and recording the answers to the easier questions first.

3. To give students practice in skipping items on the test and locating the corresponding number on the answer sheet for the items answered.

4. To give students experience with timed tests.

5. To provide practice in eliminating obviously incorrect responses.

Materials

1. Sample questions

2. Answer sheets for utilization of time

3. Pencils with erasers

4. Watch or other timing device

Special Notes

1. Review and discuss the fact that many tests are structured with some very difficult questions.

2. Stress the importance of answering the easy questions first.

3. Discuss possible ways of maintaining an accurate answer sheet such as placing a light pencil mark next to the number skipping or recording on separate paper the numbers of the items skipped.

4. Alert the group as to the amount of time allotted for each section and how to budget time.

5. Discuss with students the procedure of eliminating answers that are obviously incorrect and to choose between those responses remaining. (Note: If the student finds that a question involves skills or knowledge that he/she does not possess, it may be wise to eliminate any obvious incorrect answers. If possible, select and mark one of the answers, rather than skipping the item to return to it later.) Students should also be warned that some tests are structured so that there is a penalty for incorrect answers and that they should select answers accordingly.

6. The time limit should be short enough to encourage students to skip the more difficult items.

1. Which one of the four words below is spelled incorrectly?

   a. page
   b. thier
   c. four
   d. car

2. Which one of the four words below is spelled incorrectly?

   a. compactification
   b. empirical
   c. epitrochoidal
   d. semiconjuigate

3. Which one of the four words below is spelled incorrectly?

   a. house
   b. chiar
   c. gate
   d. table

4. Which one of the four words below is spelled incorrectly?

   a. seperate
   b. autumn
   c. candidate
   d. thieves

5. Choose the line in which a mistake in capitalization appears.

   a. I saw john
   b. at the store
   c. with his mother
   d. about two weeks ago.

6. Choose the line in which a mistake in capitalization appears.

   a. Jim and
   b. his older Sister
   c. are going to
   d. the beach.

7. Choose the sentence in which a mistake in punctuation appears.

   a. They went to the store.
   b. The big, blue car is mine.
   c. Jim, and his brother are here.
   d. Are you going to the store?

8. Choose the sentence in which the use of an apostrophe is incorrect.

   a. Joe's car is not at his house.
   b. He yell's louder than anyone.
   c. Mr. Smith's tools were in the garage.
   d. Sally's math book was found in the hall.

9. Seven added to two (7+2) equals:

a. 146
b. 63
c. 9
d. 51

10. If the major and minor axes of a hyperbola are equal, its equation in standard form is:

a. $x + y = a^2$
b. $x^2 - y^2 = a^2$
c. $a^2 + n^2 = x^2$
d. $a + b = \sqrt{c}$

11. Sally paid $450.00 for a used car. One year later she sold it for $350.00. What was the percent of depreciation (loss of value) on the car for one year?

a. 25.0%
b. 10.2%
c. 50.5%
d. 22.2%

12. A store owner paid $15.00 a dozen for caps. He sold the caps for $2.00 each. How much money did he make on each cap?

a. $2.00
b. $1.75
c. $.75
d. $.50

13. At a garage sale Mrs. Jones bought a lamp for $3.00, a picture for $1.75 and a vase for $2.25. How much money did she spend?

a. $5.50
b. $7.00
c. $8.25
d. $4.75

14. Mr. Harrison bought a boat which cost $7,500. He paid $2,000 down and borrowed the rest of the money at 8% interest, what was the interest on the loan for one year?

a. $440.00
b. $925.00
c. $800.00
d. $325.00

15. Mr. Johnson applied 3-6-12 fertilizer to his lawn. This fertilizer contained 3 percent nitrogen, 6 percent phosphorus, and 12 percent potash. What was the ratio of nitrogen to phosphorus?

a. 1 to 2
b. 1 to 4
c. 3 to 4
d. (not given)

16. At the track meet, Bill long jumped 20.7 ft. Joe jumped 18.9 ft. How much longer was Bill's jump than Joe's?

a. 2.1 ft.
b. 2.2 ft.
c. 1.8 ft.
d. 1.2 ft.

17. A pair of shoes cost $20.00 before Christmas. After Christmas they were reduced by 10%. What was the cost of the shoes after Christmas?

a. $22.00
b. $18.00
c. $20.20
d. $10.00

18. The junior high class had a total of 180 members. On a field trip, 45 students went to the zoo, 60 students visited the museum, and 21 students visited the factory. What percent of the class went on a field trip?

a. 90%
b. 65%
c. 45%
d. 70%

19. Marsha needed $22.50 for a new dress. She had saved $15.25 to spend for the dress. How much more money did she need?

a. $17.25
b. $12.75
c. $7.25
d. $6.00

20. Mr. Smith's yard is 90 feet wide and 180 feet long. He pays $4.50 for grass seed that will cover 5,000 square feet. How much will it cost for enough seed to cover the whole yard?

a. $ 20.47
b. $ 15.25
c. $7.36
d. $14.58

Specific Skills for Taking Foreign Language Tests

SKILLS FOR TAKING FOREIGN LANGUAGE TESTS

To the Foreign Language Teacher
(These materials are most applicable to Levels I & II.)

A dictum of foreign language teaching is that tests must be geared specifically to what has been taught, and testing methods must be compatible with the daily methodology.

The development of students' skills for taking foreign language tests must be infused into the lessons. Students should experience as part of daily work all the possible modes or formats which they will encounter on foreign language tests. For example, pupils cannot be expected to do well on a listening comprehension test if they have not had similar exercises in class.

The skills to be tested in foreign language are:

Listening Comprehension
Speaking (pronunciation, reading aloud; creative speaking; repetition)
Reading Recognition and Comprehension
Writing (copying, spelling; expository and creative)

Knowledge to be tested encompasses: vocabulary, grammatical structure, content questions on culture, or on fictional material. Most of the basic text formats are employed in testing foreign language skills and knowledge: completion, multiple choice, true/false, and matching essay.

In addition to teacher-made tests, in grades 7 through 9 pupils should be taught to deal with the tests which accompany the basic texts:

(1) French ALM I and II
(2) German ALM I
(Teacher's test manual and student test booklets, with tape testing set.)
(3) Spanish - Test package for each of texts mentioned below, with tape recordings:

Commencemos/Sigamos - Level I, Grade 7/8
Descubrirlo/Sentirlo - Level I Grade 9; Level II

These tests should help to prepare the student for the Pimsleur Achievement Battery administered in Level III, and College Board tests.

The following pages are addressed to students. They are intended to be reproduced, distributed and discussed in class as part of an ongoing test skills program.

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TEST-TAKING TIPS FOR FOREIGN LANGUAGE STUDENTS

To the Student:

You are being given assistance in the art of test taking in all your academic subjects. The skills you are developing for taking tests in other subjects are helpful in foreign languages, too.

However, you need other skills which are peculiar to foreign language tests. Try to follow the tips given here for taking different kinds of foreign language tests.

A WORD TO THE WISE:

Keep up with daily assignments.
Study aloud whenever possible. This helps to improve memory for vocabulary, and for understanding the spoken language.

Sharpen up your skills in listening, looking, and memorizing.

In order to operate successfully:

You must try to "carry in your head" that part of the foreign language which you have learned. It is like a stockpile which you draw from every time you use the language. You should not forget today what you had last week, for example!

TEST-TAKING TIPS FOR FOREIGN LANGUAGE STUDENTS

Sheet No. 1

Tests which involve listening skills

Helpful Hint: Always listen in class and be sure you understand what is being said!

If you have a hearing problem let the teacher know.

In a listening test you are asked to respond to items spoken by either the teacher or a recording.

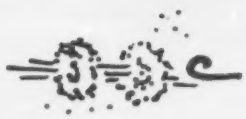
Remember to:

listen carefully for directions!

Concentrate on what is being said - try closing your eyes from time to time while listening.

- If the teacher is speaking, remember to:
  - observe facial expressions and gestures.
  - listen for change in voice.
  - watch lips.
- If the test is recorded:
  - Keep in mind: The recording will not wait for you to catch up!

- Listen carefully and remain alert.
- If you are in the language lab:
  1. Adjust headset and microphone for comfort.
  2. Adjust volume.
  3. Pay attention to signals on the tape.



TEST-TAKING TIPS FOR FOREIGN LANGUAGE STUDENTS

Sheet No. 2

Tests which involve speaking skills

Helpful Hint: Participate in class as much as possible to keep improving your speaking skill in the foreign language!

In a speaking test you may be tested on: pronunciation, ability to repeat phrases accurately, or to formulate answers to questions. You may be speaking before the class, or describing a picture. You may be asked to record your answers.

To prepare for a speaking test:

- practice at home
  - with members of family
  - in front of mirror
  - with home recorder
- study with classmate
  - ask each other questions
  - speak to each other over the telephone

While taking any type of speaking tests:

- speak clearly and distinctly - DO NOT MUMBLE
- Do not think about English - deal directly with the foreign language as you speak
- Do not HESITATE. If you make a mistake: KEEP GOING
- DO NOT CHEW GUM
- If you are to reply to a question be sure you understand it.

TEST-TAKING TIPS FOR FOREIGN LANGUAGE STUDENTS

Sheet No. 3

Test which involving reading skills

Helpful Hint: Learn vocabulary and verb forms thoroughly!

In a reading test you may be tested on recognition of vocabulary or grammatical forms; or you may be required to answer questions based on your understanding of a paragraph in the foreign language. (reading comprehension)

Type of reading comprehension questions you might encounter on a test:

1. Multiple choice in English based on the passage.
2. Multiple choice in the foreign language.
3. Completion questions in the foreign language based on passage.
4. Short original sentence replies.

Tips for test type 1:

. Read entire paragraph once.
. Try to skim paragraph for answers.

Tip for test type 2:

. Read questions carefully before skimming paragraph.

Tip for test type 3:

. Read passage a second time; note vocabulary and forms which can be used in the completion questions.

Tips for test type 4:

. Select important words and phrases from passage to use in preparing your answers.

Over-all Hints

. Focus on what you do know or what you understand
. Try to get the gist of the passage.

TEST-TAKING TIPS FOR FOREIGN LANGUAGE STUDENTS

Sheet No. 4

Tests which involve writing skills

Helpful Hint: Always be very observant of the details of the words and phrases of a foreign language! (spelling, accent marks, punctuation whether capitalized)

être
mañana
Brod
été
está
für

In a test of the writing skills you may be tested on spelling of vocabulary words, of grammatical forms; on the skill of composing a sentence or short paragraph in the foreign language. You may write sentences dictated by your teacher or a recording.

To prepare for a writing test:

- Practice copying the language
- Learn to visualize the words -- try to form a mind picture of the word
- REMEMBER ACCENT MARKS

Tips:

In taking any writing test the watchwords are CAREFULLY and ACCURATELY

In taking dictation tests-concentrate on what you hear ...

Try to remember groups of words as you write ...

Be aware of your teacher's rules about a dictation test, or the rules set forth by the recording.

ANSWER KEYS FOR THE TEACHER TO USE

ANSWER KEYS

Capitalization

1.	1	11.	1
2.	2	12.	3
3.	4	13.	4
4.	2	14.	3
5.	2	15.	1
6.	3	16.	4
7.	2	17.	2
8.	1	18.	1
9.	1	19.	3
10.	2	20.	1

Punctuation

1.	3	11.	3
2.	2	12.	2
3.	1	13.	3
4.	3	14.	4
5.	4	15.	2
6.	4	16.	1
7.	2	17.	3
8.	2	18.	1
9.	2	19.	3
10.	4	20.	3

Spelling

1.	3	11.	1
2.	4	12.	2
3.	4	13.	1
4.	4	14.	2
5.	2	15.	3
6.	1	16.	3
7.	2	17.	2
8.	2	18.	1
9.	1	19.	3
10.	3	20.	3

Usage

1.	2	11.	3
2.	3	12.	2
3.	2	13.	1
4.	3	14.	2
5.	2	15.	1
6.	1	16.	2
7.	1	17.	1
8.	1	18.	2
9.	2	19.	2
10.	3	20.	4

Categorizing Skills

1.	D
2.	D
3.	D
4.	C
5.	B
6.	C
7.	D
8.	A
9.	B
10.	A
11.	A
12.	C

Reading Activities-Skimming

Step II

1.	the jury
2.	12
3.	trial

Step III

1.	2
2.	3
3.	3
4.	1

Step V

1.	B
2.	C
3.	A
4.	D
5.	D
6.	C
7.	D
8.	A

Finding The Main Idea

Number 4 is correct answer

Types of Questions

True or False

1. T
2. F
3. T
4. F
5. T
6. T
7. T
8. F
9. F
10. F

Completion

1. Earth
2. Canada
3. Lee
4. Clubs
5. 3
6. 12
7. Paris
8. Carter
9. 16
10. XYZ
11. Washington, D.C.

Matching

Set I

1. D
2. B
3. A
4. E
5. C

Set II

1. C
2. D
3. E
4. C
5. A
6. A
7. B
8. C
9. B

Set III

1. G
2. D
3. E
4. A
5. B

Ranking

1.

A. mouse
B dog
C horse
D elephant

2.

A adult
B teenager
C child
D infant

Sequencing

1.

4
1
3
5
2

2.

Swim
Star
Spot
Same
Same

55

Ranking--continued

3.

3
1
4
5
2

4.

W
Z
V
X
Y

5.

house
car
bicycle
lead pencil
paperclip

Analogies

1. small
2. under
3. nor
4. nail
5. patient
6. birds
7. herd or stampede
8. see
9. fly
10. hand
11. sun
12. red

Multiple Choice

1. b
2. b
3. b
4. a
5. d
6. d
7. e

Sequencing--continued

3.

5
1
2
3
4

4.

D
B
A
E
C

5.

Washington's Birthday
Memorial Day
Independence Day
Labor Day
Thanksgiving

Utilization of Time

1.	B	11.	D
2.	D	12.	C
3.	B	13.	B
4.	A	14.	A
5.	A	15.	A
6.	B	16.	C
7.	C	17.	B
8.	B	18.	D
9.	C	19.	C
10.	B	20.	D

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REFERENCES

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Reading for Concepts, William Liddle McGraw-Hill St. Louis, 1970. P. 122

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How to Take A Test, Joseph C. Heston, Guidance Series Booklets, SRA, 1968.

Improving Student Attitudes and Skills for Taking Tests Grades Seven and Nine, Maryland State Department of Education, 1976.

APPENDICES

STUDENT	STUDENT NUMBER GRID	TEST NUMBER GRID
SCHOOL		
TEACHER		
GRADE LEVEL / DATE OF TEST		
TEST / FORM		
		SCHOOL NUMBER GRID

USE NO. 2 PENCIL ONLY. ERASE ALL ERRORS COMPLETELY.

STANDARD ANSWER SHEET A

1 A B C D E	21 A B C D E	41 A B C D E	61 A B C D E	81 A B C D E
2 A B C D E	22 A B C D E	42 A B C D E	62 A B C D E	82 A B C D E
3 A B C D E	23 A B C D E	43 A B C D E	63 A B C D E	83 A B C D E
4 A B C D E	24 A B C D E	44 A B C D E	64 A B C D E	84 A B C D E
5 A B C D E	25 A B C D E	45 A B C D E	65 A B C D E	85 A B C D E
6 A B C D E	26 A B C D E	46 A B C D E	66 A B C D E	86 A B C D E
7 A B C D E	27 A B C D E	47 A B C D E	67 A B C D E	87 A B C D E
8 A B C D E	28 A B C D E	48 A B C D E	68 A B C D E	88 A B C D E
9 A B C D E	29 A B C D E	49 A B C D E	69 A B C D E	89 A B C D E
10 A B C D E	30 A B C D E	50 A B C D E	70 A B C D E	90 A B C D E
11 A B C D E	31 A B C D E	51 A B C D E	71 A B C D E	91 A B C D E
12 A B C D E	32 A B C D E	52 A B C D E	72 A B C D E	92 A B C D E
13 A B C D E	33 A B C D E	53 A B C D E	73 A B C D E	93 A B C D E
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15 A B C D E	35 A B C D E	55 A B C D E	75 A B C D E	95 A B C D E
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19 A B C D E	39 A B C D E	59 A B C D E	79 A B C D E	99 A B C D E
20 A B C D E	40 A B C D E	60 A B C D E	80 A B C D E	100 A B C D E

SHEET NUMBER	STUDENT	SHEET NUMBER GRID	TEST NUMBER GRID
SCHOOL			
TEACHER		SCHOOL NUMBER GRID	
GRADE LEVEL	DATE OF TEST		TEACHER/CLASS CODE NO. GRID
TEST	FORM		Instructions: Write the four digits of the code number from top down in the boxes to the left of the grid. Blacken the oval in each line numbered the same as the digit in the box.
USE NO. 2 PENCIL ONLY. ERASE ALL ERRORS COMPLETELY.			

LEVEL 9

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LEVEL 10

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LEVEL 11

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LEVEL 12

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LEVEL 13

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LEVEL 14

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STUDENT	STUDENT NUMBER GRID	TEST NUMBER GRID
SCHOOL		
TEACHER		
GRADE LEVEL / DATE OF TEST		
TEST / FORM		
USE NO. 2 PENCIL ONLY. ERASE ALL ERRORS COMPLETELY.		SCHOOL NUMBER GRID

MATHEMATICS CONCEPTS

LEVEL 13

(Page 82)

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MATHEMATICS PROBLEM SOLVING

LEVEL 13

(Page 87)

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S2 1 2 3 4

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Appendix D

GRADE 9

STUDENT	STUDENT NUMBER GRID	TEST NUMBER GRID
SCHOOL		
TEACHER		
GRADE LEVEL — DATE OF TEST		
TEST — FORM		
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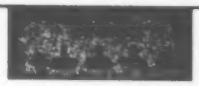

VOCABULARY

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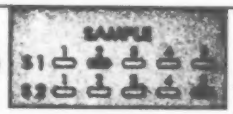

SPELLING

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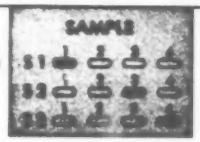

CAPITALIZATION

(Page 35) *LEVEL 14*

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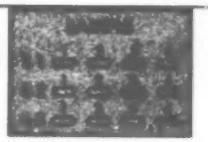

PUNCTUATION

(Page 41) *LEVEL 14*

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STUDENT	STUDENT NUMBER GRID	TEST NUMBER GRID
SCHOOL		
TEACHER		
GRADE LEVEL / DATE OF TEST		
TEST / FORM		
USE NO. 2 PENCIL ONLY. ERASE ALL ERRORS COMPLETELY.		SCHOOL NUMBER GRID

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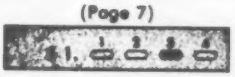

READING COMPREHENSION — *LEVEL 14*

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LANGUAGE USAGE — *LEVEL 14*

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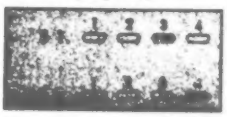

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